

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: UNION CITY	School: Robert Waters
Chief School Administrator: SILVIA ABBATO	Address: 2800 Summit Avenue Union City, N.J. 07087
Chief School Administrator's E-mail: sabbato@union-city.k12.nj.us	Grade Levels: PreK - 6 th Grade
Title I Contact: Lucy Soovajian	Principal: Faith G. Tieri
Title I Contact E-mail: lsoovajian@union-city.k12.nj.us	Principal's E-mail: ftieri@union-city.k12.nj.us
Title I Contact Phone Number: 201-392-3651 ext: 1003	Principal's Phone Number: 201-348-5925

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☒ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held _____6_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ _____9,253,711_____, which comprised _____96_____ % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ _____9,539,666_____, which will comprise _____95_____ % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Common Core Workbooks	1, 2 & 3	ELA & MATH	610	\$20,000
StoryWorks	1, 2 & 3	ALL SUBJECTS	610	\$6,210.00
Scholastic Articles	1, 2 & 3	ALL SUBJECTS	610	\$3,150.00

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***Add lines as necessary.**

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Faith Tieri	School Staff Administrator	√	√	√	On File
Katuska Rivera	School Staff Administrator	√	√	√	On File
Anthony Snarski	School Staff Administrator	√	√	√	On File
Katia Gonzalez	School Staff ELLs	√	√	√	On File
Jessica Villagomez	School Staff K Teacher	√	√	√	On File
Cynthia Gomez	School Staff 1G Teacher	√	√	√	On File
Ivett Alers	School Staff 4G Teacher	√	√	√	On File
Amanda Muti	School Staff Sp. Needs. Teacher	√	√	√	On File
Tara Vasquez	School Staff Computer Teacher	√	√	√	On File
Diana Aguirre	ESP Staff	√	√	√	On File
Barbara Martinez	Parent Liaison	√	√	√	On File
Idelsa Villar	Parent	√	√	√	On File

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

*Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
10/30/14	RWS	Comprehensive Needs Assessment	√		√	
12/18/14	RWS	Schoolwide Plan Development	√		√	
01/29/15	RWS	Plan Development	√		√	
5/20/15	RWS	Plan Development	√		√	
5/27/15	RWS	Plan Development	√		√	
5/28/15	RWS	Program Evaluation	√		√	

**Add rows as necessary.*

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	That all students, staff and community partners of Robert Waters will attain a lifelong commitment to learning and acquire the skills necessary to participate as productive members in a technologically advanced society.
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2015-2016, or earlier)

1. Did the school implement the program as planned? *With various stakeholders, the program that was collaboratively created was implemented and planned based on the various domains.*
2. What were the strengths of the implementation process? *The School Improvement Panel was able to effectively collaborate with administrators, teachers, and various support service staff to create and modify a school wide program based on our strengths and needs with a focus on the student.*
3. What implementation challenges and barriers did the school encounter? *With lessened support structure in the classrooms, there are many barriers and challenges that arise during the implementation process. Some of these challenges include large class sizes and high student/teacher ratio.*
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? *An apparent strength in our school is that our entire faculty is aware of our vision and our goals. The teachers are highly engaged and parents are welcomed and involved. The complex needs of our population can weaken the programs implementation.*

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? *Each member was required to attend School Improvement Panel meetings, where input was given on the needs of the school and the implementation of the program.*
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? *The staff is informed of programs and implementation during grade level meetings, faculty meetings, and daily messages. Surveys are given throughout the year to keep us informed of the status of the program development. They are supportive of our goals and strategies.*
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? *Families are made aware of our goals and expectations at Back to School Night, through the monthly breakfasts and calendars, and district newsletters and NTI communication messages. Parents are open to our programs and are supportive.*
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? *We implemented target tutoring to work with students on a one-to-one basis. Our extended day program and SES program were structured to work with small groups of students focusing on specific needs. Our language arts and math coaches were redeployed to support necessary teachers and students.*
9. How did the school structure the interventions? *Interventions were structured on a small group basis according to data collected from District Assessment results, NJASK 2013-2014, as well as data from DORA testing. Students participating in the SES program*

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

also received a baseline assessment at the beginning of the program, as well as another assessment at the culmination of the program.

10. How frequently did students receive instructional interventions? *Interventions occurred on a daily basis with various teachers depending on the greatest need. Students were frequently assessed and regrouped based on need.*

11. What technologies did the school use to support the program? *To ensure continuous improvement of students in the school wide program, we have implemented various forms of technology throughout the school. SmartBoards have been installed in all PreK through sixth grade classrooms. iPads have also been implemented in grades 3-4. Laptop carts are also available for student use. Teachers have received professional development opportunities on utilizing and implementing lessons on these various methods of technology. As a part of our PARCC initiative, additional computer lab periods were available to students in testing grades. Additionally, during lunch, these students were given further language arts support using academically based computer programs.*

12. Did the technology contribute to the success of the program and, if so, how? *Results have not been received from the PARCC 2015. Once received, we will have a final analysis on the success of the program.*

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	56	*Data has not been received from the school performance report.	EDP; SES; In Class/Pull Out Target Tutoring, Small Group, Academic Coaching, RTI, Support Teachers	We have not received the results for the PARCC 2015 to determine targeted needs.
Grade 5	64	*Data has not been received from the school performance report.	EDP; SES; In Class/Pull Out Target Tutoring, Small Group, Academic Coaching, RTI, Support Teachers	We have not received the results for the PARCC 2015 to determine targeted needs.
Grade 6	48	*Data has not been received from the school performance report.	EDP; SES; In Class/Pull Out Target Tutoring, Small Group, Academic Coaching, RTI, Support Teachers	We have not received the results for the PARCC 2015 to determine targeted needs.
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Grade 12	N/A	N/A	N/A	N/A
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Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	28	*Data has not been received from the school performance report..	EDP; SES; In Class/Pull Out Target Tutoring, Small Group, Academic Coaching, RTI, Support Teachers	We have not received the results for the PARCC 2015 to determine targeted needs.
Grade 5	26	*Data has not been received from the school performance report..	EDP; SES; In Class/Pull Out Target Tutoring, Small Group, Academic Coaching, RTI, Support Teachers	We have not received the results for the PARCC 2015 to determine targeted needs.
Grade 6	16	*Data has not been received from the school performance report..	EDP; SES; In Class/Pull Out Target Tutoring, Small Group, Academic Coaching, RTI, Support Teachers	We have not received the results for the PARCC 2015 to determine targeted needs.
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 -2014 (SGO Summative Results)	2014 -2015 (SGO Summative Results)	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	18 out of 21	*Data has not been received	In-class support, Master Teachers, Pearson Successnet, Learning Frameworks	*We have not received 2014-2015 SGO Summative Results. Improvement was shown throughout the grade level. However, the large class sizes and high student/teacher ratio has been a challenge.
Kindergarten	101 out of 107	*Data has not been received	Kindergarten guidelines, In class support, Master Teachers, Pearson Successnet, Learning Frameworks	*We have not received 2014-2015 SGO Summative Results. Improvement was shown throughout the grade level. However, the large class sizes and high student/teacher ratio has been a challenge.
Grade 1	131 out of 148	*Data has not been received	In-class support, Pearson Successnet, Learning Frameworks	*We have not received 2014-2015 SGO Summative Results. Improvement was shown throughout the grade level. However, the large class sizes and high student/teacher ratio has been a challenge.
Grade 2	138 out of 153	*Data has not been received	In-class support, DORA, Pearson Successnet, Study Island, Learning Frameworks	*We have not received 2014-2015 SGO Summative Results. Improvement was shown throughout the grade level. However, the large class sizes and high student/teacher ratio has been a challenge.
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

Mathematics	2013 -2014 (SGO	2014 -2015 (SGO	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

	Summative Results)	Summative Results)		intervention).
Pre-Kindergarten	18 out of 21	*Data has not been received.	In-class support, Master Teachers, Learning Frameworks	*We have not received 2014-2015 SGO Summative Results. Improvement was shown throughout the grade level. However, the large class sizes and high student/teacher ratio has been a challenge.
Kindergarten	96 out of 107	*Data has not been received.	Kindergarten Guidelines, In-class support, Master Teachers, Learning Frameworks, Pearson Successnet	*We have not received 2014-2015 SGO Summative Results. Improvement was shown throughout the grade level. However, the large class sizes and high student/teacher ratio has been a challenge.
Grade 1	128 out of 148	*Data has not been received.	In-class support, Learning Frameworks, Pearson Successnet	*We have not received 2014-2015 SGO Summative Results. Improvement was shown throughout the grade level. However, the large class sizes and high student/teacher ratio has been a challenge.
Grade 2	148 out of 153	*Data has not been received.	In-class support, Study Island, Pearson Successnet	*We have not received 2014-2015 SGO Summative Results. Improvement was shown throughout the grade level. However, the large class sizes and high student/teacher ratio has been a challenge.
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)		
ELA	Students with Disabilities	Literacy across disciplines; SIOP; Extended Day & SES programs; Learning 360; Study Island; iPad initiative; Smart Board; EFTs; Laptop & Smart Carts; Nettekker; Edmodo; Class Dojo	Yes	WIDA ACCESS; DORA; District Benchmark Assessments; PARCC; SGO's	NJASK 2014	NJASK 2014 ELA	NJASK 2014 Math
					Total	44	72
					Hispanic	44	72
					Special Education	12	25
					LEP	27	47
					Economically Disadvantaged	43	72
Math	Students with Disabilities	SIOP; Extended Day & SES programs; Learning 360; Study Island; iPad initiative; Smart Board; EFTs; Laptop & Smart Carts; Edmodo; Class Dojo	Yes	WIDA ACCESS; District Benchmark Assessments; PARCC; SGO's	NJASK 2014	NJASK 2014 ELA	NJASK 2014 Math
					Total	44	72
					Hispanic	44	72
					Special Education	12	25
					LEP	27	47
					Economically Disadvantaged	43	72
ELA	Homeless	N/A	N/A	N/A	N/A		
Math	Homeless	N/A	N/A	N/A	N/A		
ELA	Migrant	N/A	N/A	N/A	N/A		
Math	Migrant	N/A	N/A	N/A	N/A		
ELA	ELLs	Literacy across disciplines; SIOP;	Yes	WIDA ACCESS; DORA; District Benchmark	NJASK 2014	NJASK 2014 ELA	NJASK 2014 Math

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)		
		Extended Day & SES programs; Learning 360; Study Island; iPad initiative; Smart Board; EFTs; Laptop & Smart Carts; Nettekter; Edmodo; Class Dojo		Assessments; PARCC; SGO's	Total	44	72
					Hispanic	44	72
					Special Education	12	25
					LEP	27	47
					Economically Disadvantaged	43	72
Math	ELLs	SIOP; Extended Day & SES programs; Learning 360; Study Island; iPad initiative; Smart Board; EFTs; Laptop & Smart Carts; Edmodo; Class Dojo	Yes	WIDA ACCESS; District Benchmark Assessments; PARCC; SGO's	NJASK 2014	NJASK 2014 ELA	NJASK 2014 Math
					Total	44	72
					Hispanic	44	72
					Special Education	12	25
					LEP	27	47
					Economically Disadvantaged	43	72
ELA	Economically Disadvantaged	Literacy across disciplines; SIOP; Extended Day & SES programs; Learning 360; Study Island; iPad initiative; Smart Board; EFTs; Laptop & Smart Carts; Nettekter; Edmodo; Class Dojo	Yes	WIDA ACCESS; DORA; District Benchmark Assessments; PARCC; SGO's	NJASK 2014	NJASK 2014 ELA	NJASK 2014 Math
					Total	44	72
					Hispanic	44	72
					Special Education	12	25
					LEP	27	47
					Economically Disadvantaged	43	72
Math	Economically Disadvantaged	SIOP; Extended Day & SES programs; Learning 360; Study Island; iPad initiative; Smart Board; EFTs; Laptop & Smart	Yes	WIDA ACCESS; District Benchmark Assessments; PARCC; SGO's	NJASK 2014	NJASK 2014 ELA	NJASK 2014 Math
					Total	44	72
					Hispanic	44	72

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)		
		Carts; Edmodo; Class Dojo			Special Education	12	25
					LEP	27	47
					Economically Disadvantaged	43	72
ELA	General Education	Literacy across disciplines; SIOP; Extended Day & SES programs; Learning 360; Study Island; iPad initiative; Smart Board; EFTs; Laptop & Smart Carts; Nettekker; Edmodo; Class Dojo	Yes	WIDA ACCESS; DORA; District Benchmark Assessments; PARCC; SGO's	NJASK 2014	NJASK 2014 ELA	NJASK 2014 Math
					Total	44	72
					Hispanic	44	72
					Special Education	12	25
					LEP	27	47
					Economically Disadvantaged	43	72
Math + Pre-algebra Classes	General Education	SIOP; Extended Day & SES programs; Learning 360; Study Island; iPad initiative; Smart Board; EFTs; Laptop & Smart Carts; Edmodo; Class Dojo	Yes	WIDA ACCESS; District Benchmark Assessments; PARCC; SGO's	NJASK 2014	NJASK 2014 ELA	NJASK 2014 Math
					Total	44	72
					Hispanic	44	72
					Special Education	12	25
					LEP	27	47
					Economically Disadvantaged	43	72

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)		
ELA	Students with Disabilities	Extended Day & SES; Target Tutoring	Yes	WIDA ACCESS; DORA; District Benchmark Assessments; PARCC; SGO's	NJASK 2014	NJASK 2014 ELA	NJASK 2014 Math
					Total	44	72
					Hispanic	44	72
					Special Education	12	25
					LEP	27	47
					Economically Disadvantaged	43	72
Math	Students with Disabilities	Extended Day & SES; Target Tutoring	Yes	WIDA ACCESS; District Benchmark Assessments; PARCC; SGO's	NJASK 2014	NJASK 2014 ELA	NJASK 2014 Math
					Total	44	72
					Hispanic	44	72
					Special Education	12	25
					LEP	27	47
					Economically Disadvantaged	43	72
ELA	Homeless	N/A	N/A	N/A	N/A		
Math	Homeless	N/A	N/A	N/A	N/A		
ELA	Migrant	N/A	N/A	N/A	N/A		
Math	Migrant	N/A	N/A	N/A	N/A		
ELA	ELLs	Extended Day & SES; Target Tutoring	Yes	WIDA ACCESS; DORA; District Benchmark Assessments; PARCC; SGO's	NJASK 2014	NJASK 2014 ELA	NJASK 2014 Math
					Total	44	72
					Hispanic	44	72

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)		
					Special Education	12	25
					LEP	27	47
					Economically Disadvantaged	43	72
Math	ELLs	Extended Day & SES; Target Tutoring	Yes	WIDA ACCESS; District Benchmark Assessments; PARCC; SGO's	NJASK 2014	NJASK 2014 ELA	NJASK 2014 Math
					Total	44	72
					Hispanic	44	72
					Special Education	12	25
					LEP	27	47
					Economically Disadvantaged	43	72
ELA	Economically Disadvantaged	Extended Day & SES; Target Tutoring	Yes	WIDA ACCESS; DORA; District Benchmark Assessments; PARCC; SGO's	NJASK 2014	NJASK 2014 ELA	NJASK 2014 Math
					Total	44	72
					Hispanic	44	72
					Special Education	12	25
					LEP	27	47
					Economically Disadvantaged	43	72
Math	Economically Disadvantaged	Extended Day & SES; Target Tutoring	Yes	WIDA ACCESS; District Benchmark Assessments; PARCC; SGO's	NJASK 2014	NJASK 2014 ELA	NJASK 2014 Math
					Total	44	72
					Hispanic	44	72
					Special Education	12	25
					LEP	27	47

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)			
					Economically Disadvantaged	43	72	
ELA	General Education	Extended Day & SES; Target Tutoring	Yes	WIDA ACCESS; DORA; District Benchmark Assessments; PARCC; SGO's	NJASK 2014	NJASK 2014 ELA	NJASK 2014 Math	
					Total	44	72	
					Hispanic	44	72	
					Special Education	12	25	
					LEP	27	47	
					Economically Disadvantaged	43	72	
Math	General Education	Extended Day & SES; Target Tutoring	Yes	WIDA ACCESS; District Benchmark Assessments; PARCC; SGO's	NJASK 2014	NJASK 2014 ELA	NJASK 2014 Math	
					Total	44	72	
					Hispanic	44	72	
					Special Education	12	25	
					LEP	27	47	
					Economically Disadvantaged	43	72	

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	DORA; Learning 360; Literacy workshops; Study Island; EFTs; Hudson County Consortium; Common Core State Standards, Collaborative Planning, Technology Training, Commission for the Blind, Global Compliance Network, PARCC Readiness, Writers Workshop, Dyslexia Training and Reading Intervention Program, Young Athletes, Crisis Intervention Program (CPI)	Yes	Teacher evaluations and classroom observations performed by administrators and supervisors	Increased number of PD opportunities and number of teachers trained and/or attended district/ Hudson County Consortium Evidence of strategies being implemented in the classroom walk-throughs, review of teacher plan books, SGO's and classroom evaluations and observations. Analyze data between classroom, district, and standardized testing
Math	Students with Disabilities	Learning 360; Study Island; EFTs; Hudson County Consortium; Common Core State Standards; Collaborative Planning; Technology Training; Commission for the Blind; PARCC Readiness; Dyslexia	Yes	Teacher evaluations and classroom observations performed by administrators and supervisors	Increased number of PD opportunities and number of teachers trained and/or attended district/ Hudson County Consortium Evidence of strategies being implemented in the classroom walk-throughs, review of teacher plan books, SGO's and classroom evaluations and observations. Analyze data between classroom, district, and standardized testing

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Training			
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	DORA; Learning 360; Literacy workshops; Study Island; EFTs; Hudson County Consortium; Common Core State Standards, Collaborative Planning, Technology Training, WIDA training, NJTESOL/NJBE, Global Compliance Network, PARCC Readiness, Writers Workshop, Dyslexia Training and Reading Intervention Program	Yes	Teacher evaluations and classroom observations performed by administrators and supervisors	Increased number of PD opportunities and number of teachers trained and/or attended district/ Hudson County Consortium Evidence of strategies being implemented in the classroom walk-throughs, review of teacher plan books, SGO's and classroom evaluations and observations. Analyze data between classroom, district, and standardized testing
Math	ELLs	Learning 360; Study Island; EFTs; Hudson County Consortium; Common Core State Standards; Collaborative Planning;	Yes	Teacher evaluations and classroom observations performed by administrators and supervisors	Increased number of PD opportunities and number of teachers trained and/or attended district/ Hudson County Consortium Evidence of strategies being implemented in the classroom walk-throughs, review of teacher plan books, SGO's and classroom evaluations and observations.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Technology Training; PARCC Readiness; Dyslexia Training			Analyze data between classroom, district, and standardized testing
ELA	Economically Disadvantaged	DORA; Learning 360; Literacy workshops; Study Island; EFTs; Hudson County Consortium; Common Core State Standards, Collaborative Planning; Technology Training by Apple Consultants and Technology Coordinator; WIDA training; Global Compliance Network; PARCC Readiness; Writers Workshop; Dyslexia Training; Reading Intervention Program	Yes	Teacher evaluations and classroom observations performed by administrators and supervisors	Increased number of PD opportunities and number of teachers trained and/or attended district/ Hudson County Consortium Evidence of strategies being implemented in the classroom walk-throughs, review of teacher plan books, SGO's and classroom evaluations and observations. Analyze data between classroom, district, and standardized testing
Math	Economically Disadvantaged	Learning 360; Literacy workshops; Study Island; EFTs; Hudson County Consortium; Common Core State Standards; Collaborative Planning; Technology Training by Apple Consultants and Technology	Yes	Teacher evaluations and classroom observations performed by administrators and supervisors	Increased number of PD opportunities and number of teachers trained and/or attended district/ Hudson County Consortium Evidence of strategies being implemented in the classroom walk-throughs, review of teacher plan books, SGO's and classroom evaluations and observations. Analyze data between classroom, district, and standardized testing

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Coordinator; PARCC Readiness; Dyslexia Training			
ELA	General Education	DORA; Learning 360; Literacy workshops; Study Island; EFTs; Hudson County Consortium; Common Core State Standards; Collaborative Planning; Technology Training by Apple Consultants and Technology Coordinator, WIDA training; Global Compliance Network; PARCC Readiness; Writers Workshop; Dyslexia Training; Reading Intervention Program	Yes	Teacher evaluations and classroom observations performed by administrators and supervisors	Increased number of PD opportunities and number of teachers trained and/or attended district/ Hudson County Consortium Evidence of strategies being implemented in the classroom walk-throughs, review of teacher plan books, SGO's and classroom evaluations and observations. Analyze data between classroom, district, and standardized testing.
Math	General Education	Learning 360; Literacy workshops; Study Island; EFTs; Hudson County Consortium; Common Core State Standards; Collaborative Planning; Technology Training; NJ PRIME; PARCC Readiness; Dyslexia	Yes	Teacher evaluations and classroom observations performed by administrators and supervisors	Increased number of PD opportunities and number of teachers trained and/or attended district/ Hudson County Consortium Evidence of strategies being implemented in the classroom walk-throughs, review of teacher plan books, SGO's and classroom evaluations and observations. Analyze data between classroom, district, and standardized testing

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Training			

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Back to School Night and Parents' Night; Parent Workshops and Breakfasts; Parent Liaison; IEP Meetings and Intervention and Referral Services (I&RS)	Yes	Attendance at all parent-related activities and workshops	Increase of 5% of parental attendance at Back to School Night, Parent Workshops, Parent Conferences, etc. SY 2009-2010: 2,095 SY 2010-2011: 2,548 SY 2011-2012: 2,261 SY 2012-2013: 2,356 SY 2013-2014: 2,475 SY 2014-2015: 2,599
Math	Students with Disabilities	Back to School Night and Parents' Night; Parent Workshops and Breakfasts; Parent Liaison; IEP Meetings and Intervention and Referral Services (I&RS)	Yes	Attendance at all parent-related activities and workshops	Increase of 5% of parental attendance at Back to School Night, Parent Workshops, Parent Conferences, etc. SY 2009-2010: 2,095 SY 2010-2011: 2,548 SY 2011-2012: 2,261 SY 2012-2013: 2,356 SY 2013-2014: 2,475 SY 2014-2015: 2,599
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs	Back to School Night and Parents' Night; Parent Workshops and Breakfasts; Parent Liaison; and Intervention and Referral Services (I&RS)	Yes	Attendance at all parent-related activities and workshops	Increase of 5% of parental attendance at Back to School Night, Parent Workshops, Parent Conferences, etc. SY 2009-2010: 2,095 SY 2010-2011: 2,548 SY 2011-2012: 2,261 SY 2012-2013: 2,356 SY 2013-2014: 2,475 SY 2014-2015: 2,599
Math	ELLs	Back to School Night and Parents' Night; Parent Workshops and Breakfasts; Parent Liaison; and Intervention and Referral Services (I&RS)	Yes	Attendance at all parent-related activities and workshops	Increase of 5% of parental attendance at Back to School Night, Parent Workshops, Parent Conferences, etc. SY 2009-2010: 2,095 SY 2010-2011: 2,548 SY 2011-2012: 2,261 SY 2012-2013: 2,356 SY 2013-2014: 2,475 SY 2014-2015: 2,599
ELA	Economically Disadvantaged	Back to School Night and Parents' Night; Parent Workshops and Breakfasts; Parent Liaison; and Intervention and Referral Services (I&RS)	Yes	Attendance at all parent-related activities and workshops	Increase of 5% of parental attendance at Back to School Night, Parent Workshops, Parent Conferences, etc. SY 2009-2010: 2,095 SY 2010-2011: 2,548 SY 2011-2012: 2,261 SY 2012-2013: 2,356 SY 2013-2014: 2,475 SY 2014-2015: 2,599
Math	Economically Disadvantaged	Back to School Night and Parents' Night; Parent Workshops and Breakfasts; Parent	Yes	Attendance at all parent-related activities and workshops	Increase of 5% of parental attendance at Back to School Night, Parent Workshops, Parent Conferences, etc. SY 2009-2010: 2,095 SY 2010-2011: 2,548

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Liaison; and Intervention and Referral Services (I&RS)			SY 2011-2012: 2,261 SY 2012-2013: 2,356 SY 2013-2014: 2,475 SY 2014-2015: 2,599
ELA	General Education	Back to School Night and Parents' Night; Parent Workshops and Breakfasts; Parent Liaison; and Intervention and Referral Services (I&RS)	Yes	Attendance at all parent- related activities and workshops	Increase of 5% of parental attendance at Back to School Night, Parent Workshops, Parent Conferences, etc. SY 2009-2010: 2,095 SY 2010-2011: 2,548 SY 2011-2012: 2,261 SY 2012-2013: 2,356 SY 2013-2014: 2,475 SY 2014-2015: 2,599
Math	General Education	Back to School Night and Parents' Night; Parent Workshops and Breakfasts; Parent Liaison; and Intervention and Referral Services (I&RS)	Yes	Attendance at all parent- related activities and workshops	Increase of 5% of parental attendance at Back to School Night, Parent Workshops, Parent Conferences, etc. SY 2009-2010: 2,095 SY 2010-2011: 2,548 SY 2011-2012: 2,261 SY 2012-2013: 2,356 SY 2013-2014: 2,475 SY 2014-2015: 2,599

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☒ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)												
Academic Achievement – Reading	DORA; PARCC; WIDA ACCESS; District Benchmarks; SGO’s	<div>English Language Arts – NJ ASK Grs. 3-6 2013-2014 Scores</div> <table><tr><td></td><td>Schoolwide Performance</td></tr><tr><td>Total Population</td><td>44%</td></tr><tr><td>Hispanic</td><td>44</td></tr><tr><td>Economically Disadvantaged</td><td>44</td></tr><tr><td>Special Education</td><td>12</td></tr><tr><td>Limited English Proficient</td><td>27</td></tr></table> <div>**Pre and Post Test DORA scores indicate an overall increase of at least one reading grade level.</div>		Schoolwide Performance	Total Population	44%	Hispanic	44	Economically Disadvantaged	44	Special Education	12	Limited English Proficient	27
	Schoolwide Performance													
Total Population	44%													
Hispanic	44													
Economically Disadvantaged	44													
Special Education	12													
Limited English Proficient	27													
Academic Achievement - Writing	DORA; PARCC; WIDA ACCESS; District Benchmarks; SGO’s	**See information above.												

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)												
Academic Achievement - Mathematics	DORA; PARCC; WIDA ACCESS; District Benchmarks; SGO's	<div>Mathematics – NJ ASK Grs. 3-6 2013-2014 Scores</div> <table><tr><td></td><td>Schoolwide Performance</td></tr><tr><td>Total Population</td><td>72%</td></tr><tr><td>Hispanic</td><td>72%</td></tr><tr><td>Economically Disadvantaged</td><td>72%</td></tr><tr><td>Special Education</td><td>25%</td></tr><tr><td>Limited English Proficient</td><td>46%</td></tr></table>		Schoolwide Performance	Total Population	72%	Hispanic	72%	Economically Disadvantaged	72%	Special Education	25%	Limited English Proficient	46%
	Schoolwide Performance													
Total Population	72%													
Hispanic	72%													
Economically Disadvantaged	72%													
Special Education	25%													
Limited English Proficient	46%													
Family and Community Engagement	Back to School Nights/ Parents' Night Monthly Parent Meetings Parent Workshops Concerts and Celebrations Save Latin America Contest Health and Wellness Fair Multi Arts Festival NJ Special Olympics DARE	Increase of 5% of parental attendance at Back to School Night, Parent Workshops, Parent Conferences, etc. SY 2009-2010: 2,095 SY 2010-2011: 2,548 SY 2011-2012: 2,261 SY 2012-2013: 2,356 SY 2013-2014: 2,475 SY 2014-2015: 2,599												
Professional Development	Learning360/ PD360; School Level, District Level, County Level, and State Level Professional Development Opportunities; NJ PRIME Professional Development Workshops	Based on the Union City Teacher Effectiveness Model, 100% of teachers and support staff reached an overall summative rating of Effective 2013-2014 SGP Results: 93% Effective or Above												

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Leadership	Legal One Training; District Face to Face Meetings; Teacher Effectiveness Model and Principal Effectiveness Model; Global Compliance Network Training	Based on the Union City Principal Effectiveness Model and Administrator Rubric, 100% of administrators reached an overall summative rating of Effective
School Climate and Culture	Collaborative /Professional; Grade Level Meetings; Faculty Meetings; Faculty & Student Attendance	High teacher participation in collaborative and professional meetings and workshops, which are measured through participation and attendance sheets.
School-Based Youth Services	N/A	N/A
Students with Disabilities	DORA; WIDA ACCESS; APA, District Benchmarks; DLM	**See ELA and MATH information above.
Homeless Students	N/A	N/A
Migrant Students	N/A	N/A
English Language Learners	DORA; WIDA ACCESS; District Benchmarks	**See ELA and MATH information above.
Economically Disadvantaged	DORA; WIDA ACCESS; District Benchmarks	**See ELA and MATH information above.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? *The prior year's assessments were reviewed to determine the needs for the 2015-2016 school year. Data collected from standardized tests was analyzed to determine if AMO was met, especially in the subgroups. Additional data such as surveys, and interviews; academic achievement and assessment results; observations; and other techniques and data such as attendance, discipline, promotion trends, instruction time, teacher qualifications and retention, socialization, and at-risk behaviors were also utilized.*
2. What process did the school use to collect and compile data for student subgroups? *In addition to the analysis of the SGO's, PARCC, ACCESS tests, DLM, district benchmarks and assessments are also analyzed to obtain student results. The scores, at the school level are divided into categories where the data is further scrutinized to plan students' academic placements for the fall. Remedial programming is also planned for identified students. In addition, the school based Intervention and Referral Service Committee is accessed for additional data, which is collected to assist with proper student placement.*
3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? *Results are analyzed and mathematical equations are developed for identification within the PARCC clusters. A matrix is then developed from ranking students within the hierarchy of test level achievement. In utilizing the calculations within the matrix the group scores can be examined and deficiencies in sub-group scores identified. Students are further identified within homerooms/reading/math groups similarly.*
4. What did the data analysis reveal regarding classroom instruction? *The data indicated the need for increased support services for ELL, Special Needs, and at-risk population. In addition, we found areas of concern in specific topics of certain grade levels in the general population.*

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? *Gains can be attributed to the numerous professional development opportunities offered to teachers, as well as the work and assistance provided by external consultants and district initiatives.*
6. How does the school identify educationally at-risk students in a timely manner? *During the summer, data from the Intervention and Referral Service Committee, state standardized tests, ACCESS testing, district assessments, benchmarks and exams, as well as teacher input are reviewed and students are scheduled for appropriate placement in the fall. They are then placed into targeted assistance programs during the school day and Extended Day remedial programs. These groups are continuously monitored and modified based on various assessments throughout the year.*
7. How does the school provide effective interventions to educationally at-risk students? *Educationally at-risk students are identified through the Intervention and Referral Service Committee. This committee's primary responsibility is to provide response to intervention and, along with the teacher, develop an assistance plan to address the student's needs. Most students identified at-risk at the end of the school year, and during the summer (when the data analysis is taking place), are then placed in an appropriate class that receives additional assistance during the school day. These students are also eligible for extended day programs.*
8. How does the school address the needs of migrant students? *To date, we do not have any migrant students.*
9. How does the school address the needs of homeless students? *To date, we do not have any homeless students.*
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? *Teachers were engaged in collaborative and grade level meetings, monthly faculty meetings, School Improvement Panel meetings, NJ PRIME and district-wide workshops, were utilized. Teachers participated in the decisions regarding appropriate use of assessments to improve the instructional programs of the school.*
11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? *Union City provides assistance in the form of Master teachers to support the community providers with the implementation of*

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

the Union City's Early Childhood curriculum. Throughout the year, our preschool staff is provided with professional development workshops. They also attend bi-monthly collaborative grade level meetings. Off-site schools visit Robert Waters each spring to provide a seamless transition into Pre-K and kindergarten. Finally, state mandated ELIAS and EISA profile sheets provide a snapshot of the incoming kindergarten students. Elementary students are transitioned into the middle school setting by attending orientation during the Spring, prior to the beginning of the school year.

- 12.** How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? *The school selected priority problems and root causes via surveys, committees, task forces (School Improvement Panel) and assessments, along with needs assessment answers from last school year.*

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Closing the achievement gap for all students (including all ELL and Students with Disabilities)	Increase academic achievement in ELA especially for subgroup populations
Describe the priority problem using at least two data sources	Gap in achievement between regular education and subgroup populations	Low literacy rate / skills among subgroup populations
Describe the root causes of the problem	High mobility rate within student population / low socio-economic levels; New Entrants; English Language Learners	Highly transient population / little or no academic skills in native and/or Target Language
Subgroups or populations addressed	Economically Disadvantaged; Special Education; Limited English Proficient	Economically Disadvantaged; Special Education; Limited English Proficient
Related content area missed (i.e., ELA, Mathematics)	ELA/Math	ELA/Math
Name of scientifically research based intervention to address priority problems	SREB ELA & Algebra in grades 5-6; DORA Assessment; differentiation of Instruction	SREB ELA & Algebra in grades 5-6; DORA Assessment; differentiation of Instruction
How does the intervention align with the Common Core State Standards?	Strategies / Programs utilized to build rigor, utilize common core to promote optimum student achievement	Strategies / Programs utilized to build rigor, utilize common core to promote optimum student achievement

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Improve instructional skills and strategies for differentiation of instruction through the use of technology	
Describe the priority problem using at least two data sources	Increase electronic communication and planning through on-line support	
Describe the root causes of the problem	Many staff members are not proficient in the use of technology/ inconsistent use of technology	
Subgroups or populations addressed	Teachers and Paraprofessionals	
Related content area missed (i.e., ELA, Mathematics)	ELA/Math	
Name of scientifically research based intervention to address priority problems	Hudson County Consortium; Learning 360; School Improvement Network; D.O.R.A.; Global Compliance Network	
How does the intervention align with the Common Core State Standards?	Strategies/ Programs utilized to build rigor, utilize Common Core to promote optimum student achievement	

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Differentiation of Instruction	Principal	PARCC; WIDA ACCESS; DORA and District Benchmark Results	Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades April 2009; http://www.parcconline.org ; http://www.corestandards.org
Math	Students with Disabilities	Differentiation of Instruction	Principal	PARCC; WIDA ACCESS; District Benchmark Results	Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades April 2009; http://www.parcconline.org ; http://www.corestandards.org
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Differentiation of Instruction	Principal	PARCC; WIDA ACCESS; DORA and District Benchmark Results	Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades February 2009; http://www.parcconline.org ; http://www.corestandards.org

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	ELLs	Differentiation of Instruction	Principal	PARCC; WIDA ACCESS; District Benchmark Results	Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades February 2009; http://www.parcconline.org ; http://www.corestandards.org
ELA	Economically Disadvantaged	Differentiation of Instruction	Principal	PARCC; WIDA ACCESS; DORA and District Benchmark Results	Effective Literacy –English Language Instruction for English Learners in the Elementary Grade Dec. 2007; http://www.parcconline.org ; http://www.corestandards.org
Math	Economically Disadvantaged	Differentiation of Instruction	Principal	PARCC; WIDA ACCESS; District Benchmark Results	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009; http://www.parcconline.org ; http://www.corestandards.org
ELA	General Education	Differentiation of Instruction	Principal	PARCC; WIDA ACCESS; DORA and District Benchmark Results	Effective Literacy –English Language Instruction for English Learners in the Elementary Grade Dec. 2007; http://www.parcconline.org ; http://www.corestandards.org
Math	General Education	Differentiation of Instruction	Principal	PARCC; WIDA ACCESS; District Benchmark Results	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009; http://www.parcconline.org ; http://www.corestandards.org

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

**Use an asterisk to denote new programs.*

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Extended Day, SES, & STEM	Principal	PARCC; WIDA ACCESS; DORA and District Benchmark Results	Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades April 2009
Math	Students with Disabilities	Extended Day, SES, & STEM	Principal	PARCC; WIDA ACCESS; District Benchmark Results	Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades April 2009
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Extended Day, SES, & STEM	Principal	PARCC; WIDA ACCESS; DORA and District Benchmark Results	Structuring Out-of-School Time to Improve Academic Achievement July 2009
Math	ELLs	Extended Day, SES, & STEM	Principal	PARCC; WIDA ACCESS; District Benchmark Results	Structuring Out-of-School Time to Improve Academic Achievement July 2009
ELA	Economically	Extended Day, SES, & STEM	Principal	PARCC; WIDA ACCESS; DORA and District Benchmark Results	Assisting Students Struggling with Reading: Response to Intervention

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
	Disadvantaged				(RTI) and Multi-Tier Intervention in the Primary Grades April 2009
Math	Economically Disadvantaged	Extended Day, SES, & STEM	Principal	PARCC; WIDA ACCESS; District Benchmark Results	Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades April 2009
ELA	General Education	Extended Day, SES, & STEM	Principal	PARCC; WIDA ACCESS; DORA and District Benchmark Results	Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades April 2009
Math	General Education	Extended Day, SES, & STEM	Principal	PARCC; WIDA ACCESS; District Benchmark Results	Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades April 2009

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	PD based on Common Core; Learning 360; New Teacher Mentoring & Orientation; Administrative Retreat; Administrative Mentoring Program; State Network; Legal One *Dyslexia; Writer's Workshop; and Reading Intervention Program	Principal	PARCC; WIDA ACCESS; DORA and District Benchmark Results	Developing Academic Language in Secondary English Language Learners: What the Research Says (and Doesn't Say) Education Northwest Magazine (Spring 2012) Teaching Elementary School Students to Be Effective Writers June 2012
Math	Students with Disabilities	PD based on Common Core; Learning 360; New Teacher Mentoring & Orientation; Administrative Retreat; Administrative Mentoring Program; State Network; Legal One	Principal	PARCC; WIDA ACCESS; and District Benchmark Results	Developing Academic Language in Secondary English Language Learners: What the Research Says (and Doesn't Say) Education Northwest Magazine (Spring 2012) Teaching Elementary School Students to Be Effective Writers June 2012

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	PD based on Common Core; Learning 360; New Teacher Mentoring & Orientation; Administrative Retreat; Administrative Mentoring Program; State Network; Legal One *Dyslexia; Writer's Workshop; and Reading Intervention Program	Principal	PARCC; WIDA ACCESS; DORA and District Benchmark Results	Developing Academic Language in Secondary English Language Learners: What the Research Says (and Doesn't Say) Education Northwest Magazine (Spring 2012) Teaching Elementary School Students to Be Effective Writers June 2012
Math	ELLs	PD based on Common Core; Learning 360; New Teacher Mentoring & Orientation; Administrative	Principal	PARCC; WIDA ACCESS; and District Benchmark Results	Developing Academic Language in Secondary English Language Learners: What the Research Says (and Doesn't Say) Education Northwest Magazine (Spring 2012)

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Retreat; Administrative Mentoring Program; State Network; Legal One *Dyslexia; NJ PRIME			Teaching Elementary School Students to Be Effective Writers June 2012
ELA	Economically Disadvantaged	PD based on Common Core; Learning 360; New Teacher Mentoring & Orientation; Administrative Retreat; Administrative Mentoring Program; State Network; Legal One *Dyslexia; Writer's Workshop; and Reading Intervention Program	Principal	PARCC; WIDA ACCESS; DORA and District Benchmark Results	Developing Academic Language in Secondary English Language Learners: What the Research Says (and Doesn't Say) Education Northwest Magazine (Spring 2012)
Math	Economically Disadvantaged	PD based on Common Core; Learning 360; New Teacher Mentoring & Orientation; Administrative Retreat;	Principal	PARCC; WIDA ACCESS; and District Benchmark Results	Improving Mathematical Problem Solving in Grades 4 Through 8 May 2012

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Administrative Mentoring Program; State Network; Legal One *Dyslexia; NJ PRIME			
ELA	General Education	PD based on Common Core; Learning 360; New Teacher Mentoring & Orientation; Administrative Retreat; Administrative Mentoring Program; State Network; Legal One *Dyslexia; Writer's Workshop; and Reading Intervention Program	Principal	PARCC; WIDA ACCESS; DORA and District Benchmark Results	Developing Academic Language in Secondary English Language Learners: What the Research Says (and Doesn't Say) Education Northwest Magazine (Spring 2012)
Math	General Education	PD based on Common Core; Learning 360; New Teacher Mentoring & Orientation; Administrative Retreat; Administrative	Principal	PARCC; WIDA ACCESS; and District Benchmark Results	Improving Mathematical Problem Solving in Grades 4 Through 8 May 2012

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) *In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Mentoring Program; State Network; Legal One *Dyslexia; NJ PRIME			

**Use an asterisk to denote new programs.*

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). *A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? *The evaluation will be conducted both internally (by school staff) and externally. The School Improvement Panel, the Principal, and Lucy Soovajian, District Supervisor, will be responsible for evaluating the schoolwide program for 2015-2016. The schoolwide program will be continuously evaluated throughout the year.*
2. What barriers or challenges does the school anticipate during the implementation process? *The school anticipates there to be a challenge in the implementation process due to large class sizes and high student/teacher ratio.*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? *Our school is able to implement the program(s) by initiating clear and consistent communication of the school and district goals. Starting on the first day of school in September we convey our school year plans and goals. Our goals and mission statement are displayed throughout the building, in particular in the hallways and classrooms. The staff, both instructional and non-instructional, is aware of these goals and our mission. Parents are kept informed of our priorities through Back-to-School Night, Parents' Night and our parent breakfasts.*
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? *Evaluations from professional development, staff attendance and surveys will be used to gauge the perceptions of the staff.*
5. What measurement tool(s) will the school use to gauge the perceptions of the community? *The perceptions of the community will be measured through evaluations from professional development offerings, community participation in school events, and parent liaison workshops.*
6. How will the school structure interventions? *These interventions will be methods based and focus on students in need. The Response to Intervention (RTI) Method will be implemented in order to assist students.*
7. How frequently will students receive instructional interventions? *Instructional interventions are continually implemented through formative and informative ongoing assessments given by the content teachers during the school day and through SES.*
8. What resources/technologies will the school use to support the schoolwide program? *Online subscriptions (Scholastic News and Story Works), electronic field trips, Pearson Education, ED Connect, iPads, SmartBoards, DORA, and DOMA are used to support the schoolwide program.*
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? *The following data will be used to measure the effectiveness of each intervention: report cards, progress reports, benchmark assessments, teacher made assessments, district assessments, DORA, DOMA, PARCC, APECC, and student portfolios.*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? *The information will be disseminated through the School Improvement Panel, faculty, vertical articulation, parental contact, collaborative planning, face-to-face meetings and Back-to-School Night.*

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Back to School Night & Parents' Night; Parent Breakfast / Workshops; Parent Liaison	Principal	Increase attendance by 5%	The Condition of Education- Participation in Education 2007
Math	Students with Disabilities	Back to School Night & Parents' Night; Parent Breakfast / Workshops; Parent Liaison	Principal	Increase attendance by 5%	The Condition of Education- Participation in Education 2007
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Back to School Night & Parents' Night; Parent Breakfast / Workshops; Parent Liaison	Principal	Increase attendance by 5%	The Condition of Education- Participation in Education 2007
Math	ELLs	Back to School Night & Parents' Night; Parent Breakfast / Workshops; Parent Liaison	Principal	Increase attendance by 5%	The Condition of Education- Participation in Education 2007

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Back to School Night & Parents' Night; Parent Breakfast / Workshops; Parent Liaison	Principal	Increase attendance by 5%	The Condition of Education- Participation in Education 2007
Math	Economically Disadvantaged	Back to School Night & Parents' Night; Parent Breakfast / Workshops; Parent Liaison	Principal	Increase attendance by 5%	Caring School Community™ (CSC) April 2007
ELA	General Education	Back to School Night & Parents' Night; Parent Breakfast / Workshops; Parent Liaison	Principal	Increase attendance by 5%	The Condition of Education- Participation in Education 2007
Math	General Education	Back to School Night & Parents' Night; Parent Breakfast / Workshops; Parent Liaison	Principal	Increase attendance by 5%	Caring School Community™ (CSC) April 2007

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? *Parental Involvement programs and workshops are specifically tailored to educate families on ways they can help educate, advocate and support their children at home through various safety and academic programs. Other meetings and workshops also address current trends, as well as parental needs/ requests as expressed in surveys and meetings. Overall, parental involvement programs help to support the emotional, social, mental, physical and academic needs of our students and community.*
2. How will the school engage parents in the development of the written parent involvement policy? *At each parental engagement meeting, parents are given the opportunity to analyze and discuss school policies and procedures and to provide feedback and suggestions on intervention programs.*
3. How will the school distribute its written parent involvement policy? *The parent involvement policy is available on the district's website, and can be accessed at registration.*
4. How will the school engage parents in the development of the school-parent compact? *The school continues to understand that successful schools have significant and sustained levels of family and community engagements. Therefore, the school will ensure parents receive all the necessary information. These parents can also offer feedback specifically at Parent Workshops. Any*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

contributions to the compact will be discussed and developed in coordination with the School Improvement Panel and the Parent Liaison.

5. How will the school ensure that parents receive and review the school-parent compact? *The school will ensure parents receive and review the school-parent compact by instructing the parents to review and sign the compact. Upon review, the compact must be returned to school, where it is stored in each student's cumulative folder.*
6. How will the school report its student achievement data to families and the community? *The school reports the student achievement data to families and the community through PARCC home reports, which outline each child's achievement. For our ELL students, ACCESS parent reports are sent home.*
7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? *The Union City District Administration including Superintendent of Schools, Assistant Superintendent for Curriculum and Instruction, Educational Director, Supervisors of Academic Programs, Supervisor of Special Education, Principal are in charge of data Collection/Assessment and the Mathematics Coordinator are responsible for technical assistance and the district's reporting process.*
8. How will the school inform families and the community of the school's disaggregated assessment results? *Data is disseminated to Robert Waters School parents and the public via our yearly-published New Jersey School Report Card. Demographic information as well as performance measures is published on an annual basis to inform parents of the schools progress. In addition, a narrative is*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

included, which highlights the previous school year's accomplishments. This information is also shared in the fall at Back-to-School Night. The school will notify parents as set forward by the state and federal government guidelines. These guidelines will be strictly followed.

- 9.** How will the school involve families and the community in the development of the Title I Schoolwide Plan? *Parents voiced their concerns and made suggestions at workshops and parent breakfasts. The Parent Liaison represents them at the School Improvement Panel.*
- 10.** How will the school inform families about the academic achievement of their child/children? *PARCC home reports outlining each child's achievement are sent home to each family. Our ELL students' families also receive ACCESS parent reports.*
- 11.** On what specific strategies will the school use its 2015-2016 parent involvement funds? *The funds were utilized by the parent liaison for parent workshops, breakfasts, informational materials and student reward supplies to assist students in the school.*

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	<ul style="list-style-type: none"> New Teacher Orientation - Required to ensure all new staff understands state and district program requirements, mandates, policies and procedures. Ongoing professional development and support for teachers, which is aligned to the NJ Core Curriculum standards and the NJ Professional Standard for Teacher. New Teacher Mentorship Program - Required to ensure all new staff understands state and district program requirements, mandates, policies and procedures. The criteria are designed to ensure that all educators are designated as highly qualified and are effective teachers. Ongoing professional development and support for teachers, which is aligned to the NJ Core Curriculum standards and the NJ Professional Standard for Teacher, as well as continuous school improvement and high student achievement. <ul style="list-style-type: none"> Professional Development District & School- Ongoing professional development to build capacity in effective educational pedagogy aligned to the NJ Core Curriculum Content Standards, The Professional Standard for Teacher, and focused on academic rigor and student achievement. Hiring, Retaining, Recruiting - Function of Human Resources. All

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

	Number & Percent	Description of Strategy to Retain HQ Staff
		<p>recruiting is conducted by the district's human resource department through various means such as colleges recruiting, newspaper advertisements, the district web site, personal and professional recommendations are all methods used to recruit highly qualified staff.</p> <p>Incentives for retention of HQT are secure through college credits, professional development hours, tuition reimbursements, and stipends.</p>
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	100%	District and school workshops addressing targeted needs of paraprofessionals.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
If needed, the following strategies will be used to attract highly qualified teachers to work in a high poverty school: 1. Monetary incentive 2. Teacher mentoring/induction program 3. Ongoing content-based professional development would be continuously available for all teachers and principals.	Principal